Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Tavernspite Playgroup

Tavernspite Village Hall
Tavernspite
Whitland
SA34 0NL



Date Inspection Completed

26/09/2023

About Tavernspite Playgroup

Type of care provided	Children's Day Care Sessional Day Care
Registered Provider	Tavernspite Playgroup
Registered places	28
Language of the service	English
Previous Care Inspectorate Wales inspection	[Manual Insert]N/A this is the first inspection.
Is this a Flying Start service?	[Manual Insert] No.
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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Well-being	**Good**
Care and Development	**Good**
Environment	**Good**
Leadership and Management	**Good**

For further information on ratings, please see the end of this report

Summary

Children's well being is good as they can express themselves and their needs confidently and know they will be responded to appropriately. They are happy and settled as they form positive relationships with staff and meaningful friendships with other children. They are learning to share and cooperate with others. Children enjoy their experiences and have opportunities to develop a range of skills through their play.

Staff implement effective policies and procedures to keep children safe. A healthy lifestyle is promoted by staff through the food and drink offered and ensuring children have regular access to outdoors for fresh air and exercise. Staff manage interactions well and they are good role models. Some appropriate activities are planned to support children's learning and development.

People who run the setting ensure it is safe and secure. Risk assessments and daily checks are completed effectively. The environment is child friendly and creates a warm and welcoming atmosphere. It is spacious and provides exciting and inviting areas for children to play and learn indoors and outside. Resources and equipment are suitable for children and inspire them to develop a range of skills and have a variety of different experiences.

People who run the setting manage it well and are committed to providing the best care possible. They regularly review the setting and make improvements that have a positive impact on the children. People who run the setting have a good team of staff who work well together to ensure children are supervised effectively and have a range of experiences and opportunities. Good relationships are developed with parents so information can be shared appropriately and regularly.

Well-being — Good

Children have a good sense of wellbeing and are confident to communicate their needs and ideas, knowing staff will listen and respond to them with care and interest. Children happily talk with staff and their friends. They make choices about where and what they play with. They freely move around the areas, accessing the indoors or outdoors and resources as they wish.

Children settle well and are relaxed and comfortable in their surroundings. They develop positive relationships with staff. This was seen as they regularly played alongside them and invited them into their play. Children form positive friendships and enjoy playing alongside their peers, completing activities such as laying the table in preparation for snacks. Children are familiar with the staff, environment and routines, helping them to feel safe. For example, children knew that after using a tissue, they should wash their hands.

Children learn to share the space and resources appropriately together. They are developing compassion and show kindness towards others. For example, during circle time children share compliments about each other. Children are respectful towards each other and the resources. For example, they happily allowed others to join in their play and helped to tidy up when asked to do so.

Children show enjoyment as they play, with lots of smiles and laughter. They actively engage in an activity they have freely chosen. A group of children had great fun searching for treasure in the mud tuff tray outdoors. Children focus on their chosen activity for an appropriate length of time for their age and stage of development. For example, concentrating on balancing and jumping until they got to the end of the stepping blocks.

Children have appropriate opportunities to ensure they develop a range of skills. They have a chance to be independent as they can access the items and resources they want. For example, children happily filled and refilled the water container during mud play and found the animals they wanted to care for at the vets role play corner. Children are encouraged to attempt things such as, putting their coats on and serving themselves at the snack table before asking for any help or support.

Care and Development — Good

Staff have a good understanding of safeguarding and the procedure to follow if they have concerns about a child. They keep children safe by implementing effective policies and procedures. For example, they practise regular fire drills with the children, so everyone is familiar with the procedure to follow in an emergency and routinely wash hands following messy play and/or outdoor play. The adult to child ratio is adhered to and staff supervise children well. Registers are kept of children and staff attendance.

Staff have effective procedures in place to promote a healthy lifestyle. Cleaning routines including regular hand washing and tables being wiped are part of daily routines and help prevent the spread of germs. Staff make sure children have regular opportunities to be active and get fresh air by accessing the outdoor area as regularly as possible.

Staff are good role models and promote positive behaviour. They use praise to celebrate achievements, good behaviours and children's learning. For example, saying *"good manners, good girl/boy, lovely listening ears, nice quiet voice and well done"*. Staff interact effectively with the children and successfully deal with minor behavioural issues. They join in with their play when it is appropriate to do so and talk with them regularly to extend their learning and make their experiences sociable. For example, when playing alongside the children with the playdough, talking about the shapes and patterns they were making and sitting with the children during circle time discussing feelings.

Staff plan appropriate activities for the children that extend their learning. They maintain developmental records for the children, so they are aware of their interests and individual needs. Staff provide children with a range of areas of learning and resources to support their learning. For example, children enjoy playing on the bikes and trikes outside and playing with the animals in the vet surgery created inside. Staff give children appropriate opportunities to be independent. They encourage children to try things for themselves, including visits to the toilet, hand washing and pouring drinks.

Environment — Good

The environment is a safe and secure space for children. Entrance to the setting is controlled by staff and visitors are recorded so there is no unauthorised access. Risk assessments and daily checks are satisfactorily completed. They show that hazards are managed well or eliminated where possible. There is plenty of room for children to play and learn with free flow supported between the indoor and outdoor spaces. They effectively organise consistent cleaning routines that reflect good hygiene practices.

People who run the setting provide children with an indoor and outdoor environment that is spacious. All areas are well maintained, light, bright and create a child friendly and welcoming atmosphere. Indoors gives children a large open space in which to play and learn. There is room for a variety of activities including floor games, tabletop activities and quiet spaces. Outside is a large and inviting area in which children can explore and learn about the world around them and develop a range of skills. There is space for children to use fixed play equipment such as a slide. The area has space for children to ride bikes, trikes and scooters and the natural area gives children access to nature and a mud tuff tray for experimental play.

People who run the setting have equipped the environment with suitable resources and equipment that are appropriate for the ages and stages of development of the children. The areas of learning have been created to support children to use their imagination. For example, children enjoy using the finger puppets pretending to be friends out for a walk and practising their mark making and writing skills on the large chalk boards outside. All toys and resources are of a good quality and stored appropriately so they are kept clean. Most items are stored at an appropriate height so children can access them freely. The environment gives children access to multicultural resources and natural materials. For example, various books and jigsaws, sand and water trays are available and there are baskets of cones and wooden toys as well as real authentic resources such as a laptop and telephone.

Leadership and Management — Good

People who run the setting have a good knowledge and experience of the setting and care they provide. They show dedication and commitment to ensuring they provide a good service. Policies and procedures reflect the setting and the statement of purpose provides parents with information they need to ensure it is the right care for their child. Paperwork is organised and records such as children's registration documents are organised well.

People who run the setting have a self-evaluation system in place to help them plan how they will improve their service. This includes seeking feedback from staff, parents and children to review the quality of their care. However, as the service is within its first year of registration, a quality of care report is not yet due.

People who run the setting have a good team of staff who work together well to ensure they supervise children sufficiently and the setting runs smoothly. Staff are fully aware of their roles and responsibilities and implement the policies and procedures appropriately. People who run the setting are approachable and staff have regular opportunities to speak with them to share their ideas. Supervisions are completed and appraisals are scheduled between managers and staff to ensure information is shared and training needs identified. Staff files are complete and evidence there is a robust recruitment procedure in place to ensure staff are suitably experienced and qualified to care for children. However, people who run the setting had not notified CIW of staff changes within the given timescale. Prior to the publication of this report, the people who run the setting had addressed this matter.

People who run the setting and staff have developed positive relationships with parents. Information is shared through an electronic app, social media and through discussions with parents at the beginning and end of their child's session. The setting has close links with the local school. This supports children's transitions as information can be shared and the children can become familiar with the school setting prior to them starting full time.

Summary of Non-Compliance	
Status	**What each means**
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people's well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)		
Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement		
Regulation	Summary	Status

N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

National Minimum Standards	
Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children's well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children's well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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